Modesto Junior College
Course Outline of Record

AG 115

I. OVERVIEW
The following information will appear in the 2012 - 2013 catalog

AG 115  Introduction to Agricultural Education & Careers  1 Unit

Formerly listed as: AG - 115: Intro to Agricultural Education & Career

Introduction to educational and agricultural employment opportunities. Includes portfolio and educational plan development and curriculum requirements that pertain to educational goals as they relate to agriculture majors. Assists students in setting goals and developing skills necessary for life-long success in obtaining, maintaining, and advancing in agriculture careers. Current events that impact agriculture and society will be discussed.

Field trips are not required. (A-F Only) Lecture
Transfer: (CSU) General Education: (MJC-GE: Guidance )

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:
   a. Introduction to the course and its objectives
   b. Educational planning
      i. The campus(es) and its resources and services
      ii. Educational alternatives and associated requirements
         a. Courses and prerequisites
         b. Transfer programs
         c. Competencies
         d. Admissions
   c. Advising and counseling
      i. Role of advisor
      ii. Role of counselor
      iii. Making contacts
   d. Orientation to agriculture
      i. The agriculture department, staff, and students
      ii. Role of agriculture in society
iii. Agricultural opportunities and careers

iv. Instructors, advisors, and counselors

e. Agricultural careers—job search—career center
   i. Occupational opportunities and careers
   ii. Identification of career choices and their requirements

f. Identifying and establishing goals in agriculture
   i. Develop skills lists appropriate to each goal
   ii. Assess skills already developed
   iii. Other criteria

g. Degrees and certificates in agriculture
   i. Technician certificates, A.A. and A.S.
   ii. Baccalaureate degree programs
   iii. Selecting a major and minor
   iv. Developing an educational plan

h. Agricultural work experience coordination
   i. Work experience units, hours, and grades
   ii. Work experience book
   iii. Employer’s evaluation
   iv. Supervision visit and verification of hours
   v. Self-evaluation
   vi. Instructor evaluation
   vii. Worker characteristics sought by employers
   viii. Fitting into the agricultural work world

i. Current issues and events in agriculture and their impact on society

j. Use of electronic portfolio—job seeking skills in agriculture
   i. Resume
   ii. Letters of recommendation
   iii. References
   iv. Job application
   v. Letter of application
vi. Job interview evaluation

k. Interviewing techniques

B. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>18</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture and discussion with use of PowerPoint presentations.
2. Problem-solving activities.
3. Group discussions, presentations and activities.
4. Guest speaker presentations.

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Weekly written assignments relating to the topics discussed during lecture.
   b. Minimum 2-3 page “Career Report” that utilizes factual information from the Career Center and the Eureka career data system.
   c. Development of the student’s Career Portfolio submitted at the end of the course.
   d. Development of a one-page autobiography.
   e. Completion of a four-semester educational plan for a career in agriculture.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. Students develop their "Career Portfolio" that includes an introductory letter, a resume, cover letter, a completed job application, three agricultural work samples and a writing sample.
   b. Write a 2-3 page career report on your chosen career. Students must use the Eureka system to obtain factual career data that relates to job outlook, pay, educational requirements, personal and physical qualities required for the job.
   c. Write a one-page "Autobiography" that summarizes your agricultural experiences, career and educational goals.

E. TEXTS AND OTHER READINGS (TYPICAL)
III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   present a completed career portfolio for job interview or scholarship purposes, explain basic transfer and degree requirements, exhibit a completed four-semester education plan.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Identify MJC regulations, procedures, and curricula requirements, including certificate, vocational degree and transfer degree programs.
   b. Identify the role of faculty advising and, if appropriate, initiate a student/advisor contact.
   c. Describe the Modesto Junior College Agriculture program, its curriculum, facilities, academic regulations, programs, and degree and transfer requirements.
   d. Create educational goals in relation to life goals, abilities, interests, and values in agriculture.
   e. Identify goals and skills essential to succeed in agricultural majors.
   f. Formulate a detailed agricultural educational plan.
   g. Indicate the characteristics employers are searching for in the agriculture workforce.
   h. Identify procedures in fulfilling the agriculture work experience requirement.
   i. Utilize an electronic portfolio that contains a resume, letter of recommendation, letter of application, agriculture work experience book, work sample, and evaluation.
   j. Survey agriculture’s role in society.
   k. Discuss and present evaluations of current events in agriculture.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. Class participation
   2. Completion of in-class assignments that develop understanding of resources, requirements and information available at MJC.
   3. Career resume and cover letter.
   4. Short autobiography that highlights career choices and personal qualities.
   5. Evaluation of discussion of current issues relevant to agriculture.
B. SUMMATIVE ASSESSMENT

1. Final Exam

2. Written agricultural career report that utilizes the Eureka career data system.


4. Educational plan focusing on an agricultural career.